

A Newton's cradle with five silver spheres. The sphere on the far left is replaced by a realistic Earth globe, showing continents and oceans. The other four spheres are standard polished metal balls. The cradle is suspended by thin wires against a light gray background.

Homework Support for Twice-Exceptional Students

Lauren P. Burner
CBSE 7201T
Seminar in Applied
Theory and
Research I
Fall 2012

Table of Contents

Introduction

Statement of the Problem

Statement of the Hypothesis

Review of Related Literature

References

Appendix A - Parent Consent Form

Appendix B - Head of School Consent Form

Appendix C - Surveys

Appendix D - Current Time Management Tool

Appendix E - Proposed Time Management Tool



Introduction

Twice-exceptionality is underserved and hardly recognized in both the public and private school sectors. At The Lang School, we are serving a small population of dynamic young students eager to share their talents and interested in problem solving when learning challenges arise. . .



Statement of the Problem

Incorporating a double-sided time management graphic organizer as a cover page on weekly homework packets will motivate six elementary students for ten weeks at a twice exceptional, private, K-8 school in Battery Park, New York to complete homework accurately and submit homework on time.

**Assignment pages with
BLANK weekly calendars
are the current norm in the
C4/5 classroom**

C4-5: Homework

Science

- find and print a tide chart
- share the discovery of PH1 with someone at home
<http://www.thedailybeast.com/cheats/2012/10/15/planet-with-4-suns-discovered.html>
- write a paragraph in your **Science Notebook**, comparing Beashe to Kepler

Reading & Writing

- read independently for at least 20 minutes every weeknight
- add at least two ideas to your **Idea Book**
- record page progress and/or completed independent books on GoodReads.com
- write/respond at least twice to new Discussion Board posts on GoodReads.com

Mathematics

- individualized packet

Week of: Monday, October 22, 2012

Due: Monday, October 29, 2012

Subject	Monday	Tuesday	Wed.	Thurs.	Friday
Science					
Reading					
Writing					
Mathematics					

Research Hypothesis

Use of a double-sided time management graphic organizer, the proposed tool being printed on the backside of existing weekly homework cover pages, implemented once per week over a ten week period will increase homework accuracy and submission timeliness.



Learning Disabled

Journal of Learning Disabilities



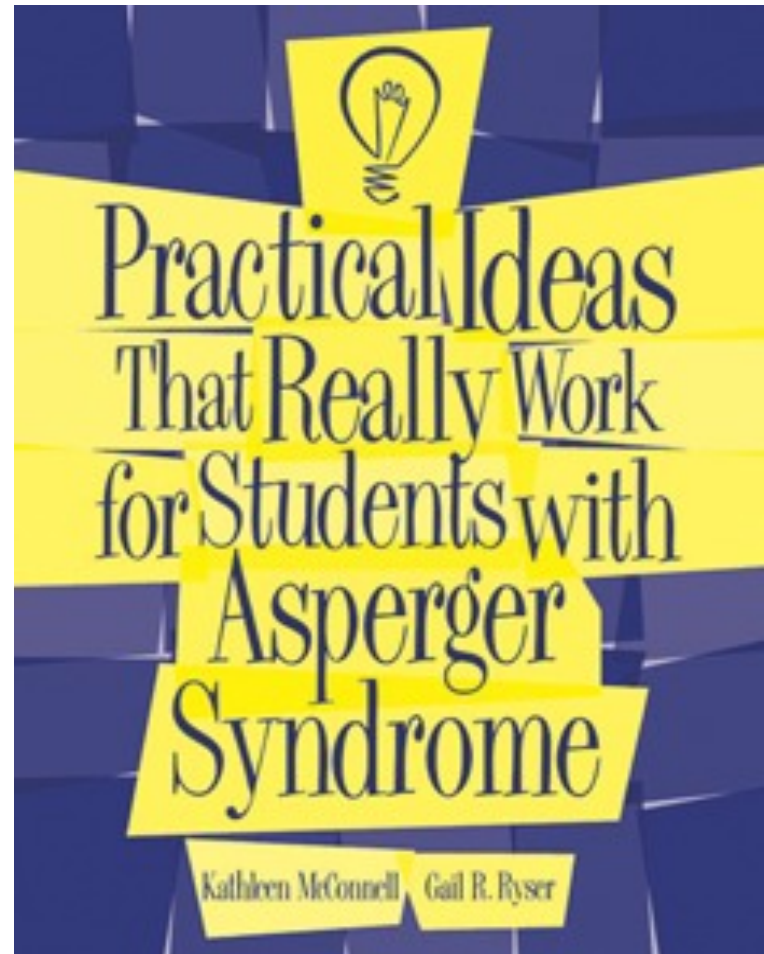
JANUARY/FEBRUARY 2008

VOLUME 41 NUMBER 1
PAGES 1-102



HALLOWELL
JOURNAL OF LEARNING DISABILITIES
http://jld.sagepub.com

Structured routines, repetition, sensory simplicity and graphic organizers are recommended for children on the spectrum and/or with ADHD (Hallowell & Ratey, 2011); (Hughes, 2012); (Jackson, Skirrow & Hare, 2012); (Ozonoff, Dawson & McPartland, 2002); (Quek, Sofronoff, Sheffield, White & Kelly, 2012); (Shaywitz, 2005); (Stewart, 2007); (Sugarman, 2011)

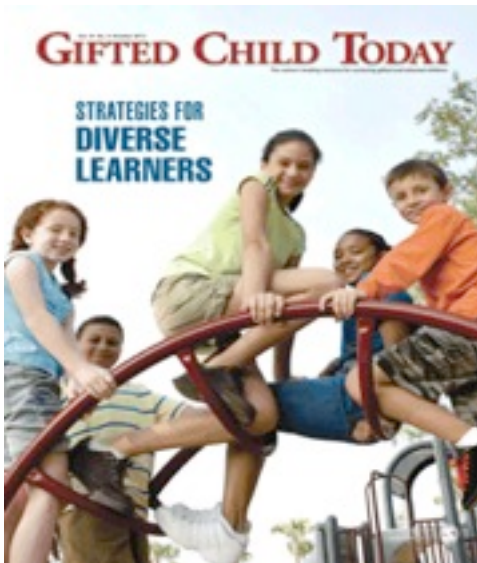


Kathleen McConnell, Gail R. Byser

Gifted & Talented Twice-Exceptional (2e)

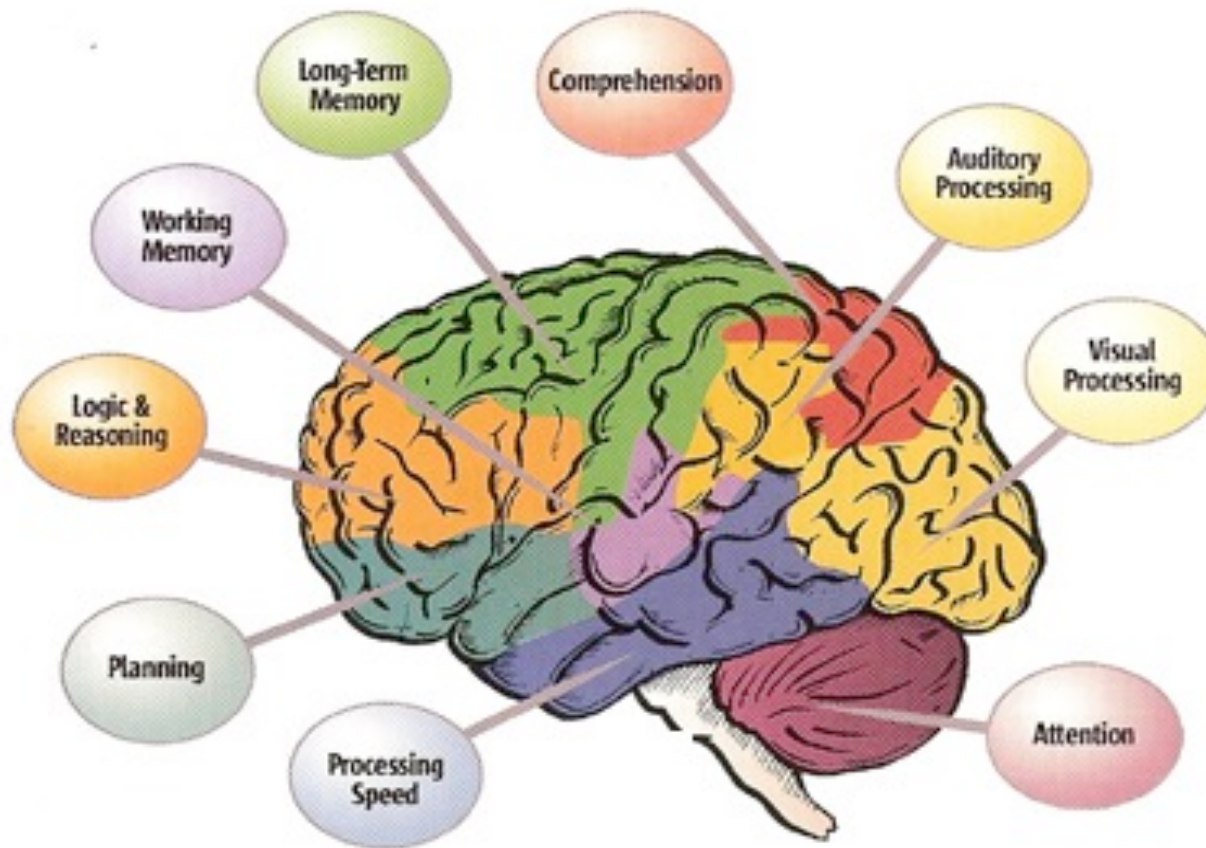
Strengths-based, hands-on and individualized academics

recommended (Berger, 2003); (Moon, Swift & Shallenberger, 2002); (Robinson & Campbell, 2010); (Amend, Schuler, Beaver-Gavin & Beights, 2009); (Anonymous, 2006); (Assouline, Foley Nicpon, Colangelo, & O'Brien, 2008); (Baum, Cooper & Neu, 2001); (Foley, Allmon, Sieck & Stinson, 2011); (Jeweler, Barnes-Robinson, Shevitz & Weinfeld, 2008); (Lewandowski, 2009); (Gilger & Hynd, 2008); (Yssel, Prater & Smith, 2010)



Executive Functioning

Explicit targeting of lagging cognitive skills/metacognitive processes coupled with goal setting is recommended (Cooper-Kahn & Dietzel, 2008); (Lougry, DeRuvo & Rosenthal, 2007); (Cooper, 2010); (Kohn, 2007); (Worrell, Gabelko, Roth & Samuels, 1999)



References

- Amend, E., Schuler, P., Beaver-Gavin, K., & Beights, R. D. (2009). A unique challenge: Sorting out the difference between giftedness and asperger's disorder. *Gifted child today*, 32(4), 57-63.
- Anonymous. (2006). Strategies that work for twice-exceptional students. *Gifted child today*, 29(1), 2006.
- Assouline, S., Foley Nicpon, M., Colangelo, N., & O'Brien, M. (2008). How can gifted students also have a diagnosis of an autism spectrum disorder?. In S. Assouline (Ed.), *The paradox of giftedness and autism packet of information for professionals (PIP)*. Iowa: The University of Iowa Belin-Blank Center.
- Baum, S., Cooper, C., & Neu, T. (2001). Dual differentiation: An approach for meeting the curricular needs of gifted students with learning disabilities. *Psychology in the schools*, 38(5), 477-490.
- Berger, R. (2003). *An ethic of excellence: Building a culture of craftsmanship with students*. Heinemann.
- Cooper, H. (2010, December 12). Homework's diminishing returns. *The new york times: The opinion pages*. Retrieved from <http://www.nytimes.com/roomfordebate/2010/12/12/stress-and-the-high-school-student/homeworks-diminishing-returns>
- Cooper-Kahn, J., & Dietzel, L. (2008). *Late, lost, and unprepared: A parents' guide to helping children with executive functioning*. (1 ed.). Bethesda, MD: Woodbine House.
- Foley Nicpon, M., Allmon, A., Sieck, B., & Stinson, R. D. (2011). Empirical investigation of twice-exceptionality: Where have we been and where are we going?. *Gifted Child Quarterly*, 55(1), 3-17. Retrieved from <http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?sid=3bdcd655-4395-4aee-9065-e77bc5ff288e@sessionmgr4&vid=1&hid=3&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ==>
- Gilger, J. W., & Hynd, G. W. (2008). Neurodevelopmental variation as a framework for thinking about the twice exceptional. *Roeper review*, 30(4), 214-228. Retrieved from <http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?sid=8b90dfbe-3df9-4919-a310-b1b12889ed74@sessionmgr112&vid=1&hid=124&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ==>

References (cont.)

- Hallowell, E., & Ratey, J. (2011). *Driven to distraction: Recognizing and coping with attention deficit disorder*. Anchor.
- Hughes, P. (2012). An autoethnographic approach to understanding asperger's syndrome: A personal exploration of self-identity through reflexive narratives. *British journal of learning disabilities*, 40(2), 94-100.
- Jackson, P., Skirrow, P., & Hare, D. (2012). Asperger through the looking glass: An exploratory study of self-understanding in people with asperger. *Journal of autism & developmental disorders*, 42(5), 687-706.
- Jeweler, S., Barnes-Robinson, L., Shevitz, B., & Weinfeld, R. D. (2008). Bordering on excellence: a teaching tool for twice-exceptional students. *Gifted child today*, 31(2), 40-46.
- Kohn, A. (2007). *The homework myth: why our kids get too much of a bad thing*. Da Capo Press.
- Lewandowski, L. (2009). Gifted students with learning disabilities: Who are they?. *Journal of learning disabilities*, 39(6), 515 -27.
Retrieved from <http://www.highbeam.com/doc/1G1-155041084.html>
- Lougy, R., DeRuvo, S., & Rosenthal, D. (2007). Recognizing ADHD: primary symptoms and common impairments. *Teaching young children with ADHD: Successful strategies and practical interventions for prek-3* (pp. 22-24). Thousand Oaks, CA: Corwin Press.
- Moon, S., Swift, M., & Shallenberger, A. (2002). Perceptions of a self-contained class for fourth and fifth-grade students with high to extreme levels of intellectual giftedness. *Gifted child quarterly*, 46, 64.
- Ozonoff, S., Dawson, G., & McPartland, J. (2002). *A parent's guide to asperger syndrome and high-functioning autism*. (1 ed.). The Guilford Press.
- Quek, L., Sofronoff, K., Sheffield, J., White, A., & Kelly, A. (2012). Co-occurring anger in young people with asperger. *Journal of clinical psychology*, 68(10), 1142-1148.

References (cont.)

Robinson, W., & Campbell, J. (2010). *Effective teaching in gifted education: Using a whole school approach*. New York: Routledge. Retrieved from <http://www.routledge.com/books/details/9780415493468/>

Shaywitz, S. (2005). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. (1st ed.). Vintage.

Stewart, K. (2007). *Helping a child with nonverbal learning disorder or asperger's disorder*. (2 ed.). New Harbinger Publications.

Sugarman, A. (2011). Psychoanalyzing a vulcan: The importance of mental organization in treating asperger's patients. *Psychoanalytic inquiry*, 31(3), 222-239.

Worrell, F., Gabelko, N., Roth, D., & Samuels, L. (1999). Parents' reports on homework amount and problems in academically talented elementary students. *Gifted child quarterly*, 43, 86.

Yssel, N., Prater, M., & Smith, D. (2010). How can such a smart kid not get it? finding the right fit for twice-exceptional students in our schools. *Gifted child today*, 33(1), 55-61.



Appendix A: Parent Consent Form

January 2013

Dear C4-5 Parents,

As you may know, I am currently a graduate student at Brooklyn College, earning my M.S.Ed in Childhood Education and certification in Gifted Education. This semester, I will be conducting an Action Research Project to support twice-exceptional students with homework at home.

I would like to invite your child to participate in my study called, “Homework Support for Twice-Exceptional Students.” It will be completed in ten weeks.

I am requesting your permission to gather data and incorporate the information your child provides into my thesis. **Your child’s name will remain anonymous.** If you decide to allow your child to participate, he will be required to complete a short survey at both the beginning and end of the project. He will receive a time management tool, specifically a structured calendar of recommended time spent on nightly weekday homework. Direct instruction supporting executive functioning skills and time management will be short and guided. Your child may be included in observations by other teachers.

Through this study, I hope to learn how time management graphic organizers affect twice-exceptional children. If you have any questions or concerns, please feel free to contact me directly at lauren@thelangschoool.org Thank you in advance for your cooperation and support.

Sincerely,
Ms. Lauren P. Burner

Appendix B: Head of School Consent Form

January 2013

Dear Micaela Bracamonte – Head of School,

My action research project, titled “Homework Support for Twice-Exceptional Students”, requires that I work with my class at The Lang School for ten weeks to implement my hypothesis and measure the results of such. Before launching the research I will request parental permission, and all names will remain anonymous.

The class will be given a ten-question pre and post survey asking their opinions of homework. Direct instruction supporting executive functioning skills and time management will be short and guided. Students will receive a time management tool, specifically a structured calendar of recommended time spent on nightly weekday homework. Your child may be included in observations by other teachers.

Through this study, I hope to learn how time management graphic organizers affect twice-exceptional children. If you have any questions or concerns, please feel free to contact me directly at lauren@thelangschool.org. Thank you in advance for your cooperation and support.

Sincerely,
Ms. Lauren P. Burner

X_____

Appendix C: Surveys

*Survey in development. Below are the statements students will mark with an **a**, **s** or **n** to represent **always**, **sometimes** or **never**.*

(a) always

(s) sometimes

(n) never

1. Homework is a challenge for me.
2. At home, I get started on my work quickly.
3. I submit homework on time on Mondays.
4. My parents help me make homework a routine.
5. When I do homework and have a question, I ask for help.
6. I complete homework with 100% accuracy.
7. I get started on my work independently at home.
8. Homework is fun.
9. For me, homework is easy.
10. I make homework a routine.

Appendix D: Current Time Management Tool

C4-5: Homework

Week of: Monday, October 22, 2012

Due: Monday, October 29, 2012

Science

- find and print a tide chart
- share the discovery of PH1 with someone at home
<http://www.thedailybeast.com/cheats/2012/10/15/planet-with-4-suns-discovered.html>
- write a paragraph in your **Science Notebook**, comparing Brahe to Kepler

Reading & Writing

- read independently for at least 20 minutes every weeknight
- add at least two ideas to your **Idea Book**
- record page progress and/or completed independent books on GoodReads.com
- write/respond at least twice to new Discussion Board posts on GoodReads.com

Mathematics

- individualized packet

Subject	Monday	Tuesday	Wed.	Thurs.	Friday
Science					
Reading					
Writing					
Mathematics					

Appendix E: Proposed Time Management Tool

Subject	Monday	Tuesday	Wed.	Thurs.	Friday
Science	share <i>PH1</i> 10 min	research <i>Brahe</i> <i>Kepler</i> 10 min	research and write <i>Brahe Kepler</i> 10 min	<i>Brahe Kepler</i> paragraph 15 min	find and print a <i>tide</i> <i>chart</i> 10 min
Reading	read <i>Matilda</i> 20 min	read <i>Matilda</i> 20 min	read <i>Matilda</i> 20 min	read <i>Matilda</i> 20 min	read <i>Matilda</i> 20 min
Writing		add one idea to <i>Idea</i> <i>Book</i> 10 min			add one idea to <i>Idea</i> <i>Book</i> 10 min
Mathematics	<i>math</i> packet 15 min	<i>math</i> packet 10 min	<i>math</i> packet 15 min	<i>math</i> packet 10 min	